**English 5**

**First Quarter Assessment Study Guide**

**Vocabulary Study**

1. We study 10 words every two weeks. What do those 10 words have in common?  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. List the three handouts we use for each set of 10 words.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

3. When we do the word sorts, do we cut out the words or the definitions?

***4. Directions:*** Fill in the missing items.

|  |  |  |
| --- | --- | --- |
| **Word** | **Part of Speech** | **Definition** |
| manuscript |  |  |
| malnourished | Ve |  |
|  | noun | A crime committed by a public official |
| describe |  |  |
| benefit |  |  |
|  |  | A good person who offers help or donates money |
| bonus |  |  |
| inscription |  |  |

**Latin Roots**

***5. Directions:*** Match the Latin root to its meaning.

**\_\_\_\_\_\_\_\_\_ 1.** Scrib, script

\_\_\_\_\_\_\_\_\_ 2. Mal, male

\_\_\_\_\_\_\_\_\_ 3. Ben, bene, bon

\_\_\_\_\_\_\_\_\_ 4. Graph

1. Writing in Latin
2. Good
3. Bad
4. Writing in Greek

**Reading Comprehension and Interpretation**

***6. Directions:*** Complete a Searching for A Theme graphic organizer for each book you have read for class.

* *Hatchet* by Gary Paulsen
* *Island of the Blue Dolphins* by Scott O’Dell
* *My Side of the Mountain* by Jean Craighead George
* Book Club Book

For the summary, write six key events that you would need to use to explain the story to someone who has not read the book. (If you have not finished reading your current book club book, you can write fewer than 6 key events.)

**Sentence Diagramming**

We have learned where to put the following elements of a sentence in a sentence diagram: Subject, Verb, Article, and Adjective

On the exam, you will be given multiple-choice questions. Here is an example:

***7. Directions:*** Choose the correct answer.

**Sentence: Susan feeds the hungry birds.**

1. The subject of this sentence ”Susan.”
2. The subject of this sentence is “birds.

**Reading Log Entries**

8. You will be asked questions based on the What Can I Do in My Reading Log? Handout. You will be able to use the handout to answer these questions. Just be familiar with the 8 types of entries

**Revising Our Writing**

***9. Directions:*** Write the correct RADaR word in front of the phrases where you would use that strategy.

**RADaR = Replace, Add, Delete and Reorder**

|  |  |
| --- | --- |
|  | **. . . new information.**  **. . . descriptive adjectives and adverbs.**  **. . . rhetorical or literary devices.** |
|  | **. . . to make better sense or to flow better.**  **. . . so details support main ideas.**  **. . . to avoid “bed-to-bed” writing** |
|  | **. . . words that are not specific.**  **. . . words that are overused.**  **. . . sentences that are unclear.** |
|  | **. . . unrelated ideas.**  **. . . sentences that sound good but create unity problems.**  **. . . unwanted repetition.**  **. . . unnecessary details.** |

**Open Response**

10. There will be one item that asks you to write about how a character in one of the books we have read interacts with animals. Be prepared to write a short response using at least two examples. Fill in the following chart to get ready to write your answer.

|  |  |  |
| --- | --- | --- |
| Character | Animal Interaction | Two Examples |
| Brian |  |  |
| Karana |  |  |
| Sam |  |  |
| BCB main character |  |  |

Possible types of interactions: animals as enemies, animals as companions, animals as food, etc.